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INTEREST IN TRAINING. NORTH CAROLINA TRAINING NEEDS STUDY, NUMBER 1.

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DURING THE SPRING OF 1964, A STUDY OF THE TRAINING NEEDS OF RURAL DISADVANTAGED NEGRO FAMILIES IN NORTH CAROLINA WAS CONDUCTED IN 12 COMMUNITIES. INFORMATION WAS GATHERED ON EDUCATIONAL LEVEL AND VOCATIONAL TRAINING, EMPLOYMENT HISTORY, THE EXTENT OF POOR HEALTH AND PHYSICAL HANDICAPS, LEVELS OF OCCUPATIONAL ASPIRATION AND WILLINGNESS TO MIGRATE AND/OR TO PARTICIPATE IN TRAINING PROGRAMS TO ATTAIN THESE ASPIRATIONS, KNOWLEDGE OF PUBLIC AGENCIES, ACCESS TO COMMUNICATION MEDIA, ORGANIZATIONAL PARTICIPATION, AND INFORMAL LEADERSHIP PATTERNS. TWO QUESTIONNAIRES WERE USED--ONE TO OBTAIN DATA ABOUT THE HOUSEHOLD FROM THE HOUSEHOLD HEAD, AND ONE COMPLETED BY ALL IN THE SAMPLE HOUSEHOLDS BETWEEN 15 AND 49 YEARS OF AGE, NO LONGER IN SCHOOL, AND NOT DISABLED. THE LOW EDUCATIONAL LEVEL INDICATES THAT FEW OF THE RESPONDENTS ARE LIKELY TO QUALIFY FOR TECHNICAL TRAINING WITHOUT FURTHER BASIC EDUCATION. THERE APPEARS TO BE INTEREST AMONG ADULTS IN EDUCATIONAL AND TRAINING PROGRAMS PERCEIVED AS RELEVANT TO BETTER JOB OPPORTUNITIES, ESPECIALLY IF THEY ARE FREE AND GIVEN LOCALLY. HOWEVER, INCOME LEVELS ARE SO LOW AND MANY INDIVIDUALS ARE ALREADY SO DISCOURAGED THAT THE WIDESPREAD TRANSLATION OF THIS INTEREST INTO PARTICIPATION IN SUCH PROGRAMS IS LIKELY TO BE SUCCESSFUL ONLY TO THE EXTENT THAT LOCAL LEADERS AT THE SMALL COMMUNITY LEVEL UNDERSTAND THE PROBLEMS AND ARE COMMITTED TO THEM. (AJ)

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North Carolina Training Needs Study: No. 1

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Interest In Training

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Foreword

Through the years, the North Carolina Agricultural Extension Service has used a diagnostic approach in an effort to solve problems of rural people. In recent years, the rapid decline in farming occupations has resulted in a high percentage of both unemployment and underemployment. This situation is due primarily to low educational levels and poor training skills on the part of those occupationally-displaced men and women. With the rapid changes taking place in North Carolina toward an increasingly industrialized complex, we find ourselves facing a dilemma; namely, untrained individuals with job opportunities available, and trained individuals with no jobs available.

To some extent, in several counties across the state, we have seen non-traditional jobs opening up for Negroes. In recent years, vocational training opportunities in North Carolina have expanded through the newly created Community College system which includes the Technical Institutes and Industrial Education Centers. In addition, with financial assisance from the federal government, North Carolina is participating in the Area Redevelopment and Manpower Development and Training programs as well as programs under the Economic Opportunity Act.

Recognizing the need for more effective educational programs which the Agricultural Extension Service and other agencies might develop, in August, 1963, I suggested to the Extension Administration that a Training Needs Study be conducted among the Negro rural disadvantaged families of the state. The thinking here was that before an educational program could be developed to reach the needs of the low income families there was need to better identify the characteristics of this group, including present educational attainment and employment experience. This idea was not only accepted but highly encouraged. Plans were immediately made to draw on all the needed resources from the North Carolina Agricultural Extension Service, the Federal Extension Service, North Carolina State University, etc., in regard to developing and carrying out the study.

During the spring of 1964, the study was conducted in 12 rural communities of the state. Information was gathered on educational level and vocational training; employment history; the extent of poor health and physical handicaps; levels of occupational aspiration and willingness to migrate and/or to participate in training programs in order to attain these aspirations; knowledge of and contact with various public agencies; access to communication media; organizational participation; and informal leadership patterns.

The information gathered will not only permit us to help solve some of the problems but will give us an objective basis for determining program emphasis.

This research project is another example of how the North Carolina Agricultural Extension Service has used the diagnostic approach to im-

prove its educational efforts. The findings of this study are being published in a series of six reports. This is Report Number I—"Interest In Training." Others will include the following: "Knowledge and Contact with Different Agencies," "Household Composition and Family Structure," "Aspirations for Children," "Social Participation and Leadership in Organizations," and "Despair and Alienation."

R. E. Jones
Extension State Agent

March, 1965

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Interest In Training*

Introduction, Purpose, and Study Design

There has been a growing recognition that large numbers of individuals are unable to find a productive place in our scientific and technological society. It is generally recognized that in the future the poorly educated and trained individual is likely to face a life of poverty in a world of plenty. Thus, our society faces the choice of either permitting large numbers of such individuals to become dependent upon the society or providing opportunities to acquire education and training for those who need it. American society has begun to select the second alternative. Government at all levels, as well as a number of voluntary agencies, are making more and more educational programs available. The Manpower Development and Training Act, the Area Redevelopment Act, and the Economic Opportunities Act are all indicative of the federal government's commitment to this effort. In North Carolina, the Industrial Education Centers (or Technical Institutes) offer a very wide range of opportunities for adults—from basic literacy courses to two-year technical curricula for qualified high school graduates. Similarly, local school districts are increasingly providing opportunities for those who failed to complete high school to return to evening courses and to move rapidly toward the completion of their high school work. (This does not mean, of course, that adequate opportunities for such adult education are available, but it does indicate a recognition of the problem.)

It is also widely recognized that many Negroes in our society are especially handicapped with regard to both basic education and low levels of vocational skills.[1] For example, the median number of school years completed by all Negro men in North Carolina who were at least 25 years old in 1960 was six grades;[2] and for Negro men who lived on farms, the median educational attainment was only five grades. The comparable median for white males in North Carolina was nine grades; and for white farm males, slightly less than eight grades (7.7). All Negro women over 25 years old in the state had a median educational attainment level of almost eight grades (7.5), while Negro wom-

* Report No. 1 of North Carolina Training Needs Study.

[1] This lack of educational attainment may in part indicate the lack of financial incentive for such education. For example, in 1960 the Negro with a college education in North Carolina could expect to earn less in his lifetime than could the white who had completed only eight grades of schooling. (See, Vivian Henderson, "The Economic Status of Negroes in North Carolina and the South," Speeches and Reports of the *Fourth Meeting, North Carolina Good Neighbor Council*, Agricultural and Technical College, Greensboro, April 28, 1964.) However, it is assumed for the purpose of this report that racial barriers to employment will continue to fall and that in the future the ability and the skill of the individual will be the major criteria for employment.

[2] *United States Census of Population, 1960: North Carolina, General Social and Economic Characteristics*, PC(1)-35C, Table 47, p. 166.

en living on farms had a median level of seven grades.

Thus, there is a growing recognition that many Negroes face very great handicaps over and beyond racial barriers in their attempt to move into the mainstream of American economic life. Similarly, as more and more poorly educated, unskilled, and semiskilled workers are displaced by technological advances, our society faces the prospect of supporting large numbers of dependent—though psysically able—adults.

This study was designed to provide information about employment history, educational levels, interest in training, and certain other characteristics of the rural Negro population in 12 small communities in five counties in North Carolina. These counties and communities are shown in Table 1. The decision was made to sample on the basis of neighborhoods or small communities rather than to select a probability sample of Negro households in order that the effect of community norms and values might be taken into account. There is evidence that the attitudes and norms prevalent in a neighborhood affect many decisions—including the decision to adopt new technology[3] and may well affect aspiration levels and interest in training.

In addition, it also seemed desirable to learn as much as possible about leadership at the small community level *since it is through local leaders that successful programs may well be channeled.* This, too, suggested a complete enumeration within a neighborhood or community rather than a widely dispersed probability sample of households.

[3] See for example, C. Paul Marsh and A. Lee Co'eman, "Group Influences and Agricultural Innovations, Some Tentative Findings and Hypotheses," *American Journal of Sociology,* Vol. LXI, No. 6, pp. 588-594.

Table 1. Number of Households and Number of Individual Respondents — Age 15-19 by County and Community

County and community	Number of households	Number of respondents age 15-19
Total	566	827
Alamance County	112	166
Pleasant Grove	57	89
Elon College	55	77
Duplin County	109	150
Branch	29	51
Stanford	26	37
Faison	54	62
Pitt County	117	192
Avon	26	36
Sally Branch	45	70
Bethel	46	86
Union County	114	177
Morning Grove	49	75
Craig McCain	65	102
Warren County	114	142
Snow Hill	80	95
Forke Chapel	34	47

The neighborhoods (or small communities) were selected on a judgment basis by the researchers in consultation with the Extension agents in each county. A number of communities had been delineated by the agents and were considered in each county. At least one of the more progressive communities in the county (in the judgment of the agents) was selected, as was at least one community somewhat less forward looking and receptive to change. Thus, these data are not from a probability sample of any population.

In nine of the communities, data were obtained from all households in the community as delineated by the agents. In the other three, the number of households was too large to permit complete enumeration. In these communities—Bethel, Elon College, and Pleasant Grove—the 50 to 60 households nearest the center of the community were included in the sample.

Two questionnaires were used in the study. First, certain data were obtained for every household—information on household composition, age, educational attainment of household members, parents' occupational aspirations for children, the extent of participation of the household heads in organizations, level of living, and family income. This information was obtained from either the male or female household head.

The second questionnaire was administered to all in the sample households who were 15 but under 50 years old, no longer in school, and not disabled. There were no respondents meeting these criteria in many households, while there were as many as four or five who were interviewed in others. This questionnaire was designed to obtain information about employment history, individual earnings, interest in additional training, knowledge of and contact with various agencies, conditions under which the individual is willing to change jobs, leadership, and the extent of alienation and despair as measured by an attitude scale.

The number of households for which information was obtained and the number of respondents to the second questionnaire are shown in Table 1.

Some Characteristics of Respondents

This report is concerned primarily with the extent to which the respondents from 15-49 years old expressed interest in additional education or training.[4] However, before dealing with these data as such, perhaps it would be useful to examine certain characteristics of the respondents in order to better understand their situation.

As may be seen in Table 2, the earnings of this group in 1963 were very low. For example, 634 of the 827 respondents had been employed at some time during 1963; but more than half of these reported earnings of less than $1000, while only 15 percent reported earnings of $3000 or

[4] Other reports on other sections will be forthcoming.

Table 2. Percentage Distribution of Respondents Who Were Employed in 1963 by Earnings in 1963 and by Sex

Earnings (dollars)	Sex		
	Total (N=634)*	Male (N=355)*	Female (N=279)*
Total	100.0	100.0	100.0
Less than 250	18.3	5.9	34.2
250-499	15.8	9.9	22.9
500-999	18.6	16.1	22.2
1000-1499	13.7	16.3	20.4
1500-1999	8.0	11.3	3.9
2000-2999	11.0	17.2	3.2
3000-3999	6.8	11.5	.7
4000-4999	5.7	8.7	1.8
5000 or more	2.1	3.1	.7

** N will be used throughout this report to designate the number of cases on which the percentages are based.*

men. The differences in earnings by sex are very great with 79 percent of the women reporting earnings of less than $1000 as compared with 32 percent of the men. However, even among men only 23 percent reported earnings as high as $3000.

It is widely recognized that Negroes are concentrated in low-paying, low-skilled jobs. This is confirmed by the data from this study.

The occupation of each respondent currently employed and the most recent occupation of each who had been employed within the last five years was determined. The 754 respondents who were either currently employed or had been employed during the five years preceding the interview were distributed among the major occupational groups as shown in Table 3. As indicated, the men were concentrated most heavily in agriculture and in unskilled labor occupations. Almost half of the women were private household workers and more than one-fifth were in agriculture—primarily as seasonal farm laborers. Thus, many of the women were employed part-time in very low-paying occupations.

As was anticipated, educational levels were also very low (Table 4). More than 40 percent of the men and almost one-third of the women had completed less than eight grades of school. On the other hand, only 28 percent of the men and 27 percent of the women had completed more than 10 grades. Thus, in a technological society in which employment is on the basis of skill and performance, a population such as this will be under a serious handicap. Similarly, this educational data suggest that only a minority have the level of basic education required for participation in technical vocational training—much of which requires a high school education or its equivalent.[8]

In summary, in considering the data and discussion presented in the following section, it should be kept in mind that the population under discussion is in general a poorly educated group, in low paying occupations requiring relatively low levels of education and training. It should also be kept in mind that all live in rural areas, are Negro, are from 15 through 49 years old, and are physically able to work.

[8] This problem is compounded even more when the quality of education is taken into account. It is generally known that standards in rural schools in general and in Negro schools in particular are substantially lower than standards in urban and white schools.

Table 3. Percentage Distribution of Respondents by Sex and by Most Recent Occupations

Occupation	Total (N=622)	Sex: Male (N=358)	Sex: Female (N=304)
Total	100.00	100.0	100.0
Farming or farm labor	31.9	38.8	23.7
Professional, managerial, technical or kindred work	2.4	.8	4.3
Sales or clerical work	1.7	.3	3.3
Craftsman or foreman	4.2	7.5	.3
Operative	9.6	15.4	2.9
Service worker	10.8	6.7	15.8
Private household worker	20.9	.6	45.1
Laborer other than farm	16.9	27.9	3.6
Other (unclassifiable)	1.5	2.0	.9

Table 4. Percentage Distribution of Respondents by Highest Grade of Schooling Completed and by Sex

Highest grade of schooling completed	Sex		
	Total (N=433)*	Male (N=374)	Female (N=431)
Total	100.0	100.0	100.0
0-4 grades	10.9	14.0	6.7
5-7 grades	25.8	27.6	24.2
8-10 grades	30.1	27.9	31.8
11-12 grades	30.4	26.7	33.5
1-3 years of college	1.4	1.3	1.6
4 or more years of college	1.4	.5	2.2

* The educational level of two respondents was not determined.

Interest in Additional Training

All respondents were asked the following questions: "Suppose free training that would prepare you for a better job could be made available, under which of the following conditions, if any, would you *definitely be interested* in taking such training?

1. The training were given at night here in this community for two or three hours per night, three or four nights per week.
2. The training were given at night for three or four nights in ....(location of nearest Industrial Education Center).

(NOTE: In questions 2, 3, and 4 the name of the city was given; except in Warren County where there was no Industrial Education Center within reasonable commuting distance, Henderson was substituted.)

3. You had to go to class in ..... (location of nearest Industrial Education Center) from four to six hours per day for several months.
4. You had to go to class in ..... (location of nearest Industrial Education Center) four to six hours per day, but you were paid $20 to $25 per week while you took the training."

The purpose in asking these questions was to obtain some indication of the level of interest in training under different conditions. Obviously these questions are quite general in that the type of training is unspecified—except that it would be "free training that would prepare you for a better job." Such questions as these probably overestimate the number who are likely to participate in classes. Presumably, however, such questions give some general indication of the level of interest.

Table 5 shows the percentage indicating an interest in training under different conditions. Perhaps the most striking thing about the table is the high percentage who indicated an interest in training—especially in night classes conducted in the local community. Thus, 80 percent of the respondents are interested in night classes if they are held within the local community, but this percentage drops sharply if they must travel the 10 or 20 miles to the city where the nearest Industrial Education Center is located. However, even under these conditions more than half indicated interest.

Table 5. Percent of Respondents Indicating a Definite Interest in Training Under Different Conditions by Sex

Conditions under which training would be offered	Sex		
	Total (N=827)	Male (N=376)	Female (N=451)
Two or three nights per week:			
In the local community	80.5	80.6	80.5
At the location of nearest Industrial Education Center	53.6	54.8	52.5
Four to six hours per day for several months:			
Without compensation	34.3	30.6	37.7
With compensation of $20-$25 per week	60.9	58.8	62.9

The number indicating interest in training during the day if minimal compensation could be provided was also high, with approximately 6 out of 10 of the respondents indicating such interest. On the other hand, about one-third indicated interest in daytime training without compensation.

There was very little difference in the response of men and women (Table 5) though slightly more women than men indicated interest in daytime training.

It was hypothesized that respondents who were not household heads would be more interested in training than those who were. (If both the husband and wife were present, both were considered household heads. However, not all who were classified as "not a household head" were without major family responsibility. For example, some unmarried children were the major support of parents, and some who were living with their parents were mothers who were the major support of their own children, etc. Thus, the "not a household head" category includes individuals with widely varying family responsibilities.) As may be seen in Table 6, there was little difference by status as household head and interest in training, though nonhousehold heads were slightly more interested in daytime training.

As may be seen in Table 7, age is related to interest in training among these respondents—especially under all conditions except night classes within the local community. The most noteworthy fact about the interest in night classes within the local community is the high level of interest in all

Table 6. Percent of Respondents Indicating a Definite Interest in Training Under Different Condition by Status as Household Head

Conditions under which training would be offered	Status		
	Household heads		Not a household head (N=259)
	Male (N=253)	Female (N=313)	
Two or three nights per week:			
In the local community	80.6	81.2	79.9
At the local Industrial Education Center	53.8	51.1	56.4
Four to six hours per day for several months:			
Without compensation	26.1	35.5	40.9
With compensation of $20-$20 per week	53.8	62.0	66.8

Table 7. Percent of Respondents Indicating Definite Interest in Training Under Different Conditions by Age

Age of respondent	Conditions under which training would be offered			
	Two or three nights per week		Four to six hours per day for several months	
	In local community	At location of Industrial Education Center	Without compensation	With ompensatio of $20-$25 per week
Total (N=827):	80.5	53.6	34.3	60.9
15-19 (N=82)	80.7	57.8	43.4	66.3
20-24 (N=133)	89.5	66.9	47.4	75.3
25-29 (N=124)	79.8	58.9	42.7	66.9
30-34 (N=115)	81.7	48.7	30.4	58.3
35-39 (N=144)	75.2	45.5	28.3	60.0
40-44 (N=130)	78.5	49.2	26.9	51.5
45-49 (N=99)	77.8	48.5	23.2	47.5

age groups and the little variability by age. However, the percentage indicating interest was higher among the 20-24 year olds than among any other age group for training under each of the four conditions. Except for interest in night classes within the local community, interest appears substantially higher among those under 30 years of age than among those 30 or older. A substantial percentage of all age groups, however, indicated interest in training under each of the conditions.

There appears to be no consistent relationship between educational level and interest in training (Table 8) except that fewer respondents with at least some college education are interested in training than is any other group.

Some scholars have concluded that large numbers of the poor are characterized by despair and by a sense of alienation from society and the community. This sense of hopelessness and alienation presumably leads to apathy and apparent resistance to efforts that would enable the individual to improve his own situation.[6]

[6] See, for example, Michael Harrington, *The Other America: Poverty in the United States*, New York: The Macmillan Company, 1962.

This sense of alienation and despair (usually referred to as *anomia*) has been of concern to sociologists for more than 50 years. A number of indices have been used in studies of the sociopsychological phenomenon—these indices have ranged from suicide rates[7] to attitude scales. The best known of the scale is that of Leo Srole[8] which was developed by Guttman scaling techniques.

In this study, the Moon modification of the Srole Anomia Scale[9] was used to obtain some measure of alienation and despair. The scale score is based upon the response to the six statements shown in Table 9. The score of one was assigned for each statement with which the individual agreed. Thus, the scores could range from zero to six; and the higher the score, the greater presumably is the sense of alienation and despair.

[7] Emile Durkheim, *Suicide: A Study in Sociology*, edited by George Simpson, New York: The Macmillan Company, 1951. Durkheim, a French sociologist, first developed the concept of *anomia*.

[8] Leo Srole, "Social Integration and Certain Corollaries: An Exploratory Study," *American Sociological Review*, Vol. XXI, No. 6, December 1956, pp. 709-716.

[9] Seung G. Moon, *A Study of Factors in the Adjustment of Rural Families in Low Income Areas*, Ph.D. dissertation, Department of Rural Sociology, North Carolina State University, Raleigh, 1963.

Table 8. Percent of Respondents Indicating Definite Interest in Training Under Different Conditions by Educational Level

Highest grade of school completed	Conditions under which training would be offered			
	Two or three nights per week		Four to six hours per day for several months	
	In local community	At location of Industrial Education Center	Without compensation	With compensation of $20-$25 per week
Total (N=825)*	80.5	53.6	34.3	60.9
0-4 (N=90)	83.7	62.0	38.0	64.1
5-7 (N=212)	77.8	49.1	30.2	56.1
8-10 (N=248)	86.7	58.1	39.1	63.3
11-12 (N=251)	77.3	51.8	33.5	64.1
Some college (N=24)	58.3	33.3	25.0	37.5

** The educational level of two respondents was not determined.*

Table 9. Percent of Respondents Agreeing with Each Statement Included in the Anomia Scale in the Present Study and in a South-Wide Study of Families in Low Income Areas in 1960-61

Statement	Present study (N=827)	South-wide* study (N=2702)
1. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.	59.0	48.3
2. In spite of what some people say, the lot of the average man is getting worse, not better.	59.4	51.4
3. It's hardly fair to bring children into the world with the way things look for the future.	48.2	40.7
4. These days a person doesn't really know whom he can count on.	85.0	78.1
5. There's little use writing to public officials because often they aren't really interested in the problems of the average man.	60.8	58.5
6. Things have usually gone against me in life.	45.0	28.3

** Source: Seung G. Moon, A Study of Factors in the Adjustment of Rural Families in Low Income Areas, Ph.D. dissertation, Department of Rural Sociology, North Carolina State University, Raleigh, 1963, Appendix table 13, p. 219.*

As measured by this scale, the sense of despair and alienation in the population studied is high as compared to other groups for which comparable data are available. A comparison of the data with comparable data in Moon's study points this up dramatically (Table 9). Moon's data are for 2702 respondents in low income areas of five southern states and the respondents were predominantly low income whites. (A detailed analysis of the anomia data is anticipated and will be presented in a later report.)

However, as may be seen in Table 10, there is no consistent relationship between anomia score and interest in training. That is, as many of those who are least hopeful appear to be interested in training as do those who are much more hopeful. This is

Table 10. Percent of Respondents Indicating an Interest in Training Under Different Conditions by Anomia Scale Score

Anomia scale score	Conditions under which training would be offered			
	Two or three nights per week		Four to six hours per day for several months	
	In local community	At location of Industrial Education Center	Without compensation	With compensation of $20-$25 per week
Total (N=827)	80.5	53.8	34.3	60.9
0 (N=37)	54.1	51.4	37.8	62.2
1 (N=79)	79.7	45.6	32.9	57.0
2 (N=119)	81.0	56.2	33.1	54.5
3 (N=145)	85.5	51.0	30.3	57.9
4 (N=174)	77.6	50.0	34.5	67.8
5 (N=139)	84.2	63.3	39.6	64.7
6 (N=134)	82.1	53.7	35.1	59.7

a surprising finding in the light of the usual assumptions about the relationship between despair and aspirations and motivation.

As indicated above, one of the primary reasons for sampling on a community basis was the hypothesis that there would be variations among residents of different communities on attitudes, values, and other socio-psychological characteristics. The percent of respondents in each community who indicated an interest in training is shown in Table 11. As hypothesized, there was wide variation among the communities. For example, in one community (Pleasant Grove) only about one-half indicated an interest in night classes in the local community; while in another (Branch), all indicated such an interest. The proportion of those interested in such classes at the location of the nearest Industrial Education Center ranged from one-fourth to almost two-thirds, and the range for interest in daytime training with compensation was from one-fifth to four-fifths. Thus, the receptivity to such training programs will obviously vary widely from community to community.[10]

Each respondent expressing interest in training was also asked the following questions:

"Are there any problems that would make it difficult for you to attend classes two or three nights per week?"

"Are there any problems that would make it difficult for you to attend training classes four to six hours per day for several months?"

Those answering "yes" were asked what these problems would be.

The responses to these questions are summarized in Tables 12 and 13. Most of the men (70 percent) responded that there were no major problems that would make it difficult for them to participate in night classes. However, almost half of the women reported that they would have problems. These were primarily prob-

[10] There appears to be no ready explanation for this variation among communities, except that communities as quasi-autonomous social systems may be expected to develop different patterns of interaction, different norms, attitudinal sets, and so on. The communities where more respondents expressed interest in training are not necessarily those classified by the Extension Agents as "more progressive." These communities will be studied in more detail as the analysis of the data progresses and perhaps such further analysis will reveal more specific reasons for this variability.

Table 11. Percent of Respondents Indicating a Definite Interest in Training Under Different Circumstances by Community

County and community	Conditions under which training would be offered			
	Two or three nights per week		Four to six hours per day for several months	
	In local community	At location of Industrial Education Center	Without compensation	With compensation of $20-$25 per week
Total (N=827)	80.5	53.6	34.3	60.9
Union County				
Morning Grove (N=75)	89.3	65.3	41.3	73.3
Craig McCain (N=102)	76.5	40.0	28.4	53.9
Alamance County				
Pleasant Grove (N=89)	51.7	32.6	10.1	21.3
Elon College (N=77)	72.7	48.1	23.4	59.7
Warren County				
Snow Hill (N=95)	90.5	62.1	43.4	69.5
Fork Chapel (N=47)	89.4	59.6	36.2	66.0
Pitt County				
Avon (N=36)	94.4	86.1	61.1	80.6
Sally Branch (N=70)	64.3	60.0	42.9	72.9
Bethel (N=86)	91.9	53.5	37.2	57.0
Duplin County				
Branch (N=51)	100.00	58.8	35.3	80.4
Stanford (N=37)	73.0	45.9	35.1	36.8
Faison (N=62)	88.7	54.8	38.7	66.1

Table 12. Percentage Distribution* of Respondents by Sex and by Type of Problems that Would Make it Difficult for Them to Participate in Night Classes

Type of problem	Sex		
	Total (N=782)	Male (N=352)	Female (N=430)
None	61.1	70.7	53.3
Transportation	25.9	18.6	32.0
Family responsibilities	12.3	2.9	19.9
Conflict with working hours	5.6	9.5	2.5
Other	1.5	1.7	1.4

** Percentages total more than 100 because some respondents gave more than one problem.*

Table 13. Percentage Distribution* of Respondents by Sex and by Type of Problems that Would Make it Difficult for Them to Participate in Training During the Day

Type of problem	Sex		
	Total (N=778)	Male (N=352)	Female (N=426)
None	24.9	23.3	26.3
Transportation	20.2	14.4	29.7
Family responsibilities	24.8	10.2	36.8
Conflict with working hours	41.0	63.6	22.3
Other	1.2	.9	1.4

** Percentages total more than 100 because some respondents gave more than one problem.*

lems of transportation and conflict with family responsibilities. (It should be noted here that while the questions did not specify the location of such classes, many of the respondents apparently assumed the questions referred to night classes within the local community.)

The situation with respect to participating in daytime training was quite different. About three-fourths of both men and women reported problems that would make it difficult for them to participate. Among the men, these problems were primarily problems relating to work and conflict with working hours (again emphasizing the need for compensation if there is to be much participation). Among women, family responsibilities, transportation, and conflict with working hours were all mentioned frequently.

In summary then the following conclusions about interest in training appear to be warranted.

1. The interest in training is widespread, especially if training can be provided at night in the local community or if there is compensation for full-time training during the day.
2. Of the four types of training considered, there was little difference by age in interest in night classes within the local community. For the other three types of training, however, interest was higher among those who were under 30 than among the older respondents.
3. There is little relationship between interest in training and status as a household head, sex, educational level, and level of alienation and despair as measured by an anomia scale.
4. The interest in training varies widely from community to community.
5. Most men saw no major problems that would make it difficult for them to participate in night classes, but most said that conflict with working hours would make it difficult for them to participate in training during the day.
6. More women would face problems that would make it difficult for them to participate in classes at night. Problems of transportation and family responsibilities were most frequently listed. Conflict with working hours would also be a major problem during the day.

Questions About Some Observations and Approaches to Training

The purpose in this section is to raise some questions and to make some observations about the meaning of the data reported here for policy and program questions.

First, the low levels of educational attainment indicate that relatively few of the respondents are likely to qualify for technical training without further basic education. For many, a long period of basic education would apparently be needed before they could take advantage of such training. Thus, any immediate vocational training for these people would necessarily be training that requires only a minimum level of education.

Despite the fact that many of the respondents probably attended small rural schools of questionable quality, the data suggest, however, that there are a considerable number who might

well qualify for more technical training after a *reasonable period* of basic education. There are those who are high school graduates or who came within one or two years of completing high school. More than 40 percent of the respondents completed at least 10 years of school and presumably a substantial number of these could either qualify for technical training now, or after a reasonable period of basic education.

Second, the interest in training is high if the *training is free and is perceived to be a means to a better job.* Despite the fact that such general questions as those asked do not provide data about willingness to participate in specific types of classes, the very high percentage indicating interest in training suggests that motivation is great enough to assure that a well-planned program of basic education and training would be well received in many communities if community residents could see the relevance of such training to job opportunities.

However, despite the encouraging nature of the data in interest in training, the problem of motivation should not be minimized. As indicated earlier, the high proportion of respondents expressing interest gives only a general index of the degree of interest in training—it is by no means intended to be predictive of the number who are likely to participate in a given course of training. Research in the acceptance of new ideas and new technological practices has indicated that there is usually interest in the ideas or practices (and often a favorable evaluation of the practices) for a period of years before the ideas or practices are actually adopted.[11] Also, other data suggest indirectly that there may well be a far more serious problem of motivation than the expressed interest would suggest. The effort required if an adult is to participate in a long range program of education or retraining is considerable; and for those for whom the economic situation is as desperate as is that of many of the respondents in this study, the effort required becomes great indeed. In addition, with the sense of alienation and despair as high as it appears to be, many of the individuals who express a high level of interest at the beginning may well become discouraged easily as they encounter difficulties in acquiring the training.

The data on interest in training suggest that the motivational problem is likely to vary widely from community to community. In each community where widespread participation in basic adult education and retraining programs is sought, however, a *high degree of community support and understanding will probably be essential to the success of the program.* Unless there is widespread understanding of the program and its relevance to economic opportunities, a community climate that encourages participation is unlikely to develop. And such a supportive climate may well be essential if the individuals to whom the classes and programs are directed are likely to make the great effort required by such programs.

The data also suggest that the more localized the training could be, the greater the participation is likely to be. Of course, it is not feasible to hold many kinds of technical training classes at the local community level—the facilities are inadequate and the

[11] See Everett M. Rogers, *Diffusion of Innovations*, New York: The Free Press/The Macmillian Company, 1962, especially pp. 76-119.

number of students is likely to be too small. However, perhaps it would be feasible to conduct certain basic education programs and even certain vocational training programs at the local level. Such a need for bringing training to the local community is suggested not only by the higher level interest expressed in classes that would be held at night in the local community as compared with interest in those held outside the community but also by the problem of transportation, especially among women.

In summary, there appears to be a high level of interest among the adults studied in educational and training programs *perceived as relevant to better job opportunities.* However, income levels are so low and many individuals are already so discouraged about life in general that the widespread translation of this interest into participation in such programs is likely to require understanding and support throughout the community. Such programs of education and training are likely to be successful only to the extent that local leaders at the small community level understand the programs and are committed to them. Building such understanding at this level would appear to be one of the real challenges facing professional leaders working with North Carolina's rural communities.

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